

VISIT...

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Tutor Teaching Tips Lesson 6

MATERIALS

Game cards

Rhyme 5–8 minutes

Say the words *wall* and *fall*. Tell the child that the words have the same sound at the end: /all/. Have the child say the two words. Ask the child to name other words that rhyme with *wall* and *fall* (*ball, mall, tall, hall, call, all, etc.*).

Say the words *wall, fall, and fan*. Have the child repeat the words. Tell the child that the word *fan* does not rhyme with *wall* and *fall*.

Say the following words one group at a time. Have the child repeat the words and tell you which word does not rhyme: *hat/cat/man; sit/sun/fit; run/bun/bag; tap/man/can; lip/pat/tip*.

Name each picture with the child: *wall, ball, wig, pig, chart, heart, chest, vest, toad, road, head, sled, house, mouse, rain, train*. Spread the cards face down on the table. Have the child turn over a card and say the picture name. Then have the child turn over a second card, say its name, and tell whether this name rhymes with the name of the picture on the first card. If the words rhyme, the child keeps the cards. If they don't rhyme, the child turns the cards over, and it is your turn.

Sound Discrimination: Initial Sounds 2–3 minutes

Say the following sentence slowly, emphasizing the /s/ sound, and ask the child to clap every time he/she hears /s/: *Silly Sally sang a song by the sea*. Repeat with this sentence, emphasizing the /m/ sound: *Molly and Michael make muffins for Mother*.

Say the following words: *pig/dot/dog*. Have the child repeat the words and tell you which two words start with the same sound. Then repeat the steps with the following words, saying each group one at a time: *jam/juice/bug; rat/cat/run; big/ball/tan; sun/man/mouse; cat/kiss/fit; hit/sit/sand*.

Blending Syllables 2–3 minutes

Say the following word by splitting it into two syllables, pausing between the syllables: *ta...ble*. Tell the child that you can blend the two parts of the word together to say the whole word: *ta...ble: table*. Repeat the syllables and have the child blend them together to say *table*.

Provide the following words one at a time. Say the syllables, and have the child blend the syllables together to say the word.

tutor: *mon...key*; **child:** *monkey*

tutor: *af...ter*; **child:** *after*

tutor: *hap...py*; **child:** *happy*

tutor: *kit...ten*; **child:** *kitten*

tutor: *run...ning*; **child:** *running*

tutor: *ti...ger*; **child:** *tiger*

Tutor Teaching Tips

Lesson 6 (cont.)

MATERIALS

Blending Onset and Rime



2–3 minutes

Ask the child to listen as you say two parts of a word and then blend them together: /f/.../an/, *fan*. Say the onset and rime again and have the child blend parts together to say the word (**tutor:** /f/.../an/; **child:** *fan*).

Say the following words one at a time by splitting them into their onset and rime. Have the child blend them together to say the whole word.

tutor: /m/.../an/; **child:** *man*

tutor: /t/.../an/; **child:** *tan*

tutor: /r/.../an/; **child:** *ran*

tutor: /p/.../an/; **child:** *pan*

Then repeat with the following groups of words.

tutor: /l/.../ake/; **child:** *lake*

tutor: /k/ .../ake/; **child:** *cake*

tutor: /t/.../ake/; **child:** *take*

tutor: /f/.../ake/; **child:** *fake*

Optional Listening Activity

Read the book *Bears and Beans* or a book of your choice to the child. Show the child the cover illustrations and ask him/her to predict what the story might be about. Tell the child to listen for words that start with /b/ as you read the story. Model fluent reading using appropriate expression. Pause occasionally before turning a page to ask: *What do you think might happen next?*

When you have finished reading the story, involve the child in a brief discussion about the book by asking questions such as these: *Did you like the story? Why or why not? What happened at the beginning of the story? Then what happened? How did the story end? What grew from the bears' beans?*

Read-aloud
book

